



# Social Distancing Quick Guide: COVID-19



Question	Considerations
How can we <b>increase student compliance</b> with district policy regarding <b>social distancing</b> ?	<p>First, ensure you and your staff understand the policy. Then, consider...</p> <ul style="list-style-type: none"> <li>• Is the policy clear and stated in student-friendly language?</li> <li>• Is it framed positively?</li> <li>• Does it address various times and places? For example, is it clear if it is the same in PE as it is in the lunchroom? <ul style="list-style-type: none"> <li>◦ If not, create a classroom version that is student-friendly, including visuals if needed.</li> </ul> </li> </ul> <p>Check out The Noun Project for free icons:  <a href="https://thenounproject.com/search/?q=social%20distancing&amp;i=3383339">https://thenounproject.com/search/?q=social%20distancing&amp;i=3383339</a></p>
How can we <b>prevent</b> behavior?	<p>Consider antecedent, or preventative, strategies:</p> <ul style="list-style-type: none"> <li>• Arrange classroom to promote social distancing</li> <li>• Utilize visual markers, boundaries, and reminders</li> <li>• Remind students of expectations at the beginning of the school day and prior to transitions</li> </ul>
How can we <b>teach</b> students to social distance?	<p>Consider your evidence-based options. Here are a few examples:</p> <ul style="list-style-type: none"> <li>• <b>Reinforcement</b> for individuals, groups, or class-wide</li> <li>• <b>Peer-mediated instruction and intervention</b> to provide reminders</li> <li>• <b>Prompting</b> to maintain social distance</li> <li>• <b>Video modeling</b> of social distancing during various activities</li> <li>• <b>Visual supports</b> in each area and for each activity</li> </ul> <p>Remember to make your instruction engaging and fun! Use examples and non-examples...can your students identify both?</p>
How can we <b>respond</b> to behavior?	<p><b>Appropriate behavior:</b> Notice and reinforce using immediate praise and positive attention. For students who are struggling, notice and reinforce attempts to utilize <b>shaping</b> of more appropriate social distancing.</p> <p><b>Problem behavior:</b> Reduce attention while prompting to the appropriate behavior. Use neutral body language and tone while minimizing verbal language. Challenge yourself...can you do this nonverbally, such as by pointing or gesturing?</p>
How can we <b>individualize instruction</b> ?	<p>Do any of your students need...</p> <ul style="list-style-type: none"> <li>• Additional practice doing new or different routines?</li> <li>• 1:1 instruction to learn new expectations?</li> <li>• Visual supports showing social distancing expectations?</li> </ul>
<b>Additional Resources</b>	<p>Modules on the highlighted <b>evidence-based practices</b> and many more are located:  <b>Autism Internet Modules (AIM)</b> <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a>  <b>Autism Focused Intervention and Resources Modules (AFIRM)</b>  <a href="https://afirm.fpg.unc.edu/">https://afirm.fpg.unc.edu/</a></p> <p>Request assistance through the <b>SESTA Help Desk:</b> <a href="http://www.idahosesta.org/">http://www.idahosesta.org/</a></p>